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ABSTRACT

The 1981 summer Portable Assisted Study Sequence (PASS) Program, designed to provide self-directed learning packages whereby high school migrant students throughout California can receive credits toward graduation requirements, provided instructional materials to 2,306 students. Student transcripts were sent to 159 California high schools. Overall, new enrollment forms and distribution procedures which were initiated were well received. Major projects offering migrant students opportunities on college campuses were the MENTE Project located in Los Angeles, Stockton, and Turlock and the YO PUEDO Project located in San Luis Obispo. Most projects combined work experience opportunities with an academic course through PASS. Those projects with adequate lead time to process enrollments were satisfied with the material distribution turn-around-time of 3-5 days once enrollment information was received. Observations and discussions with site staff suggested several curriculum modifications, e.g., developing teacher guides with each course, including review tests with each instructional unit for use prior to final unit examininations, distributing answer keys for the learning activity packets. Tabular data pertain to the 1981 summer program credits, comparisons of student credit for the 1978-1981 summer programs, course enrollment and credit comparisons, and credits by school site in each region. (NQA)

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P.A.S.S. PROGRAM

Portable Assisted Study Sequence

PARLIER HIGH SCHOOL

MIGRANT EDUCATION

SUMMER REPORT

1981

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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P.A.S.S. Program

P.A.S.S. PROGRAM

Portable Assisted Study Sequence

601 THIRD STREET
PARLIER, CALIFORNIA 93648

PARLIER HIGH SCHOOL

MIGRANT EDUCATION

In prior years, copies of the P.A.S.S. Program external evaluations were reproduced and distributed to the Regio[illegible]. The summer reports have previously provided: Program Overview; Program Operation - Consumer Satisfaction, Acquisition and Development of Materials, Instructional Program, Program Budget; Enrollment and Credit Data; Summary and Recommendations.

Monies for an external evaluation were not approved for the Summer 1980 Program, but we felt it necessary to provide program personnel with an overview of P.A.S.S. operation and a summary of student enrollment and credits granted.

If you have questions regarding any information presented, please contact our office for clarification.

Jane E. Prueitt Foshee
Director

AUG 1982
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PROGRAM OVERVIEW

The Portable Assisted Study Sequence (P.A.S.S.) Program is a state-wide high school credit accrual program for migrant students in grades 9-12 who are potential school dropouts. The P.A.S.S. Program is centered at Parlier High School and is designed to provide self directed learning packages (similar to correspondence courses) whereby migrant students throughout the State of California can receive credits toward graduation requirements. The P.A.S.S. Program serves as a major component of the Secondary School Dropout Prevention Program. The three major components under the Dropout Prevention Program are:

(1) counseling services support;

(2) workstudy support; and

(3) credit accumulation support (which is the area maintained by the P.A.S.S. Program.)

Starting in 1978, the P.A.S.S. Program has had as its mission:

The P.A.S.S. Program will:

* Prevent migrant students from dropping out of high school by assisting them with alternative methods of credit accumulation.

The goals of the program are:

The P.A.S.S. Program will:

* Provide portable learning packages adapted for migrant student use with which students can proceed at their own pace.

* Provide competency based credits for skills, interests, and educationally related life experiences.

* Supplement the regular instruction for targeted migrant students at any secondary level school in California.

* Utilize existing counseling and tutorial support through regular migrant education personnel and the California Mini-Corps to accomplish the goals of the P.A.S.S. Program.

It should be understood that the P.A.S.S. Program is not in competition for average daily attendance monies with other high schools in the State of California. The P.A.S.S. Program is an adjunct program to regular high school programs and as such, allows students to be eligible for course work in a regular high school while at the same time participate in P.A.S.S. courses through the Parlier High School Program and accumulate credits as they migrate through the state.

The actual course work prepared by P.A.S.S. Program staff is from the Parlier Unified School District's approved and accredited curriculum. Each course is divided into a number of instructional packages which allows students to receive either partial or full credit depending upon the number of packaged units completed. If all units of a course are completed, full credit is granted.

The P.A.S.S. Program staff and administration realize that migrant students have needs that extend beyond the program's capability. However, the P.A.S.S. Program serves as a major solution in reducing constraints to migrant students in achieving high school credit.

The system whereby students are entered into the P.A.S.S. Program and receive course credit is as follows:

(1) A contact person from a local site identifies a migrant student to be served by the P.A.S.S. Program and requests enrollment forms from the Region or area office.

(2) The contact person then sends completed enrollment forms along with the student national identification number (M.S.R.T.S.) to P.A.S.S. Program offices in Parlier.

(3) P.A.S.S. Program then processes forms, establishes a student file, and forwards the learning plan to a P.A.S.S. Program Facilitator of Student Enrollment/ Records.

(4) The P.A.S.S. Program Facilitator then investigates the applicability of P.A.S.S. credits toward graduation.

(5) The P.A.S.S. Program Facilitator then forwards the requested courses to the local contact person.

(6) Upon receipt of the course work packet, the local contact person administers the course to the student and monitors progress. The local contact person is also responsible for arranging local tutoring if necessary.

(7) As a student completes unit work in a course, the local contact person administers a unit test to the student and then forwards the test to P.A.S.S. Program offices in Parlier for scoring.

(8) P.A.S.S. Program personnel score the tests or learning activity packets.

(9) When all units of a course are completed, transcripts are sent from the P.A.S.S. Program offices to the student's high school and to the student's parents.

ENROLLMENT PROCEDURES

FORMS

New enrollment forms were initiated with the 1981 Summer Program. These combined two previous forms, provided triplicate copies with site, region, and P.A.S.S. office designations, and initiated migrant student data collection previously not centralized with the P.A.S.S. office. A copy of the enrollment form and the permanent record card, to which the information is transferred, are included in the Appendix.

PROCEDURES

The percentage of student work returned for grading and full/partial credit issuance versus the amount of materials originally shipped to project sites in the summer of 1980 was lower than considered adequate by ourselves, Fresno County Department of Education, Region IV (LEA), and our external evaluator. It was therefore necessary to revise the procedures for distribution of enrollment forms, and the manner in which students were enrolled by regions.

In an attempt to rectify some of the above mentioned situations and to justify expenditures for students and evaluate program effectiveness, we requested that Region Directors ensure that the following conditions existed:

_____ 1) All students referred to P.A.S.S. were eligible to receive Migrant Education services.

_____ 2) A review of student academic performance would ensure:

_____ verification of credit deficiencies

_____ graduation requirements reviewed

_____ accurate course selection

_____ 3) Students would return following the summer program to a school district where the credits would be accepted.

_____ 4) A review of student constraints would determine appropriateness of P.A.S.S. Program for each student. For example:

_____ Were adequate hours available for instruction?

_____ Could the student function independently?

_____ Was the student visibly motivated?

_____ 5) Support services would be available

_____ tutorial assistance

_____ credentialed supervision

_____ 6) Rationale and follow-up information would be provided to the P.A.S.S. Program for all students not completing requested courses or needing continued service following the summer program.

Enrollment forms were distributed in early April to the Region Directors for distribution to those personnel in the entire Region responsible for enrolling students in the summer program. This centralized mailing hopefully provided the Region with the opportunity to coordinate their distribution based on program priorities. Pre-assessment of students and prioritization of their individual needs was emphasized in order to determine those most suitable for the program.

Enrollments were accepted at the P.A.S.S. office immediately thereafter. Initial forms began arriving about May 5, 1981, with materials being shipped to project sites immediately thereafter. The bulk of the enrollments were processed in the first three weeks of June; though some projects had alternate program dates through July and August.

Overall, the new enrollment forms and procedures were received well by contact persons and region personnel. Analysis of enrollment and credit data (Section III) clearly points to improvement in the field operation and student selection process.

SUMMER 1981

Course Offerings

COURSE DESCRIPTIONS

LEARNING SKILLS — 5 Credits

a practical course covering essential survival skills: outlining, study skills, dictionary use, practical writing and others. Many skill areas are relevant to minimal proficiency requirements.

ENGLISH IA — 5 Credits

a course to develop and strengthen writing and speaking of standard English in the skill areas of: parts of speech, punctuation, mechanics of English, and letter and paragraph writing.

ENGLISH IB — 5 Credits

a course to develop and strengthen writing and speaking of standard English in the skill areas of: prefixes and suffixes, synonyms, antonyms and homonyms, and comprehension, reference and research skills.

ENGLISH IIA — 5 Credits

a course to develop and improve reading and writing skills through units in the areas of paragraph and composition skills, poetry, modern biography, and the novel.

ENGLISH IIB — 5 Credits

a course to develop and improve reading and writing skills through units in grammar, short story, drama, multicultural literature, and researching an American author.

ENGLISH IIIA — 5 Credits

a course to develop and improve reading and writing skills through units in grammar, composition, American and British literature, and drama.

ENGLISH IIIB 5 Credits

a course to develop and improve reading and writing skills through units in survival skills, contemporary and world literature, communication techniques, and critical writing.

GENERAL SCIENCE A * 5 Credits

a general science course covering physical science (electricity, heat, fuel, machines, and work as producers of energy); life science (the interdependency, development, and importance of plants and animals); and the steps involved in scientific methods and classifications. Each unit also includes a glossary and a section on career education.

GENERAL SCIENCE B * 5 Credits

a general science course covering atmosphere and weather; space; oceans; rocks, minerals, and fossils; and mountains, weathering and erosion. Each unit also includes a glossary and a section on career education.

ENVIRONMENTAL SCIENCE 5 Credits

a course to develop the appreciation and understanding of the values of conservation and ecology, including the study of camping and first aid procedures and techniques.

GENERAL MATH A*** 5 Credits

a course in basic skills: the numeration system addition and subtraction, multiplication and division, and their application in daily life situations and experiences.

GENERAL MATH B* 5 Credits

a course to introduce and strengthen fundamental skills in fractions, decimals, equations, ratio, proportion, percent, measurement, and metrics.

SOCIAL STUDIES* 5 Credits

a course developed to help the student acquire knowledge that is essential in the safe operation of motor vehicles and to prepare the student for the actual driver's examination. (This course satisfies the State Driver Education requirement.) A review of first aid, career orientation, and drug abuse are included.

WORLD HISTORY 5 Credits

Traces the history of human development from the dawn of civilization through the rise and fall of nations to the study of modern world concepts and events.

U.S. HISTORY A 5 Credits

an introductory course (prehistory-1898) developed from the time of the first Americans, through the fight for independence, Federalist America, the Civil War, and the rise of industry. Utilizing Scholastic's American Adventures series, in addition to providing supplemental biographical information to provide the student with a greater insight into the character of noteworthy individuals throughout history, this course is designed for students of varying abilities.

U.S. HISTORY B 5 Credits

the course covers the two world wars, the great depression, post-war America and a look into today and tomorrow (1898-present.) A supplemental reference book included which shows the many contributions of men and machines to today's way of life.

AMERICAN GOVERNMENT 5 Credits

basic government/civics program specifically written and produced to encourage student involvement and interest... even in difficult abstract concepts such as federalism, separation of powers, and bureaucracy. This comprehensive course utilizes Scholastic's American Citizenship texts covering: Foundation of Our Government; the Presidency, Congress, and the Supreme Court; State and Local Government; and Politics and People.

ETHNIC STUDIES** 5 Credits

positive contributions to American life will be shared in this study of five cultures: Native American, Jewish, Black, Hispanic, and Asian. Students will become more aware of how all peoples, from whatever origin or background, have enriched a culturally diverse nation. Supplemental novels will be added to augment the student's personal perceptions and appreciation.

COLOR AND DESIGN 5 Credits

a study of the elements and principles of design to encourage an awareness in both creating art products and in experiencing the visual qualities of nature.

WORK EXPERIENCE 5 Credits

a course designed to assist students in personal decision making with regards to values and career choices. The course also teaches skills and methods of obtaining a job.

* Available in Spanish
** Coursework available in Spanish
(some reading materials in English)
*** Available in Spanish and Punjabi

PROGRAM BUDGET

The P.A.S.S. Program - Parlier Unified School District application for the 1981 Summer Program was approved by the State Department of Education at the approximate level of $137,000.

Budget projections were based on previous program expenditures and Region enrollments, and costs for instructional material development and distribution.

The following details the categories and amounts budgeted:

Personnel	
1300 - Certificated Salary	14,056.00
3000 - Certificated Benefits	3,514.00
2300/2900 - Classified Salary	15,725.00
3000 - Classified Benefits	4,725.00
Instructional/Operating Costs	
4100 Textbooks	31,250.00
4200 Reference Material	1,000.00
4300/4400 Instructional Materials/Supplies	34,100.00
4500 Office Supplies	9,000.00
5100 "Readers", Curriculum Development	10,000.00
5200 Travel	4,000.00
5500 Utilities	1,250.00
5600 Facility Leases	2,600.00
6400 Equipment	1,200.00

The preliminary expenditure report from the Accounting Department, Parlier Unified School District, dated September 16, 1981, indicates that total expenditures for the summer program operation are estimated at $127,597; therefore, approximately $10,000 was not expended.

SPECIAL PROGRAMS

Programs offering migrant students opportunities on college campuses have become increasingly visible in several of the Region summer programs. Dating back to the Region J Stanford Project in 1978, the P.A.S.S. Program instructional materials have been utilized by these projects, primarily as an avenue for credit accrual.

Those four major projects of the 1981 Summer Program included:

Project	Region	Location	Number of students utilizing P.A.S.S.
MENTE	VII, VIII	UCLA-Los Angeles	57
YO PUEDO	I	Cal Poly-San Luis Obispo	65
MENTE	III Watsonville San Jose	U.O.P.-Stockton	100
MENTE	III	Stanislaus State-Turlock	50

In addition, the California Mini-Corps Outdoor Education coordinated their projects in the wilderness training to provide opportunities for academic credit acquisition in Environmental Science:

Outdoor Education Project 102 students

FIELD VISITATIONS

In an attempt to observe material utilization and external operating procedures, visitations to at least one site per Region were arranged in the eight Regions utilizing P.A.S.S. Program materials for structured summer activities.

Visitations were made to the following locations:

REGION	PROJECT/LOCATION	
I	Yo Puedo-San Luis Obispo	Jose Garcia
II	Yuba City/Sutter High	Andre Douyon Tom Lugo
	Sacramento	Jack Gullums
III	Merced	Rosalinda Villapando
IV	Fresno	Darlene Roach
	Sanger	Juan Espinosa
V	Delano High School	Ramon Cardenas
VI	El Centro	Gloria Gutierrez
	Heber	Kay Ramsey
VII	Coachella/Indio	Margie Castro
VIII	MENTE/UCLA	Leonard Cruz Diego Gallegos

Based on local program determinations, projects utilized P.A.S.S. Program in a variety of ways; but the majority combined work experience opportunities with an academic course through P.A.S.S.

Well organized programs with dedicated staffs were operating in each of the regions; positive conditions observed which strongly

influenced program success include:

(1) An early assessment of student needs to determine appropriateness of P.A.S.S. Program instructional materials.

(2) A review of transcripts in the Spring to select necessary courses; and a reasonable timeline jointly developed with the student for course completion.

(3) Communication between school year and summer staffs regarding student course selection, and sharing of specific information important to student success; for example: learning styles, test scores, proficiency test performance, reading problems, and behaviorial/motivational patterns.

(4) Inservice/orientation for personnel not familiar with P.A.S.S. Program.

(5) Well-structured testing environment, closely paralleling an actual classroom setting.

(6) A classroom with adequate teacher/student ratio; and a stimulating learning environment utilizing all available resource materials.

(7) Flexible scheduling of programs to meet secondary migrant student needs.

Reactions to the instructional materials were generally positive. Students shared several feelings: "The paperback books are good.", "Learning Skills course will help me with the proficiency test.", "The math course in Punjabi helped our new arrivals."

Those projects that had adequate lead time to process enrollments were satisfied with material distribution turn around time. Late staff hiring in some locations delayed student enrollment and subsequent material shipments from the P.A.S.S. Program office. However from the date of receipt of enrollment information, a three to five day turn around time was maintained.

Suggestions and ideas that surfaced from observation and discussion with site staff members include several curriculum modifications that are seriously being considered by the P.A.S.S. staff:

(1) the development of Teacher Guides with each course;

(2) the inclusion of Review Tests with each instructional unit for use prior to taking final unit examinations;

(3) alternatives to paper/pencil approach (i.e., audio tapes to accompany learning activity packets)

(4) the distribution of answer keys for the learning activity packets.

ENROLLMENT DATA

Site logs are kept at the P.A.S.S. Program for each school site where student enrollees attend.

Though many students are enrolled in special projects - MENTE, Outdoor Education, etc. - for a short time during the summer program, transcripts are sent to the home base school and their credits are included in the Region totals. For example, if ten of the Region VIII MENTE - UCLA students were Redwood High School seniors; their credits are shown in the Region VIII tally under Redwood High.

If the 1981 summer program, 2,306 students received instructional materials from the P.A.S.S. Program, and transcripts for these students were sent to 159 California high schools.

Each Region receives an individual report of all credits by school site.

REGION I

Alisal	9
Analy	3
Arroyo Grande	4
Camarillo	1
Carpenteria	2
Esparto	2
Fillmore	21
Fremont	4
Gilroy	9
Gonzales	18
Homestead	1
Independence	6
King City	1
Lompoc	6
Milpitas	2
North Monterey County	19
North Salinas	1
Peterson	2
Piedmont Hills	2
Righetti	38
Rio Mesa	1
Salinas	5
San Benito	15
Santa Barbara	3
Santa Maria	42
Santa Paula	50
Sequoia	2
Soledad	1
Sunnyvale	6
Wilcox	5
30 schools	281

REGION II

Armijo	34	Rosedale	1
Calistoga	44	Sacramento	19
Chico	11	St. Helena	13
Clearlake	1	Santa Rosa	3
Cloverdale	2	Sonoma	6
Cclusa	20	Sutter	3
Corning	8	Ukiah	10
Davis	11	Vacaville	14
Del Norte	1	Vintage	3
Delta	47	Williams	1
Dixon	18	Willows	7
Durham	1	Winters	27
El Molino	2	Woodland	38
Fairview	1	Yuba City	154
Golden State	4		
Gridley	39	48 schools	857
Hamilton	22		
Healdburg	23		
Holmes Jr. High	3		
Kelseyville	18		
Las Plumas	12		
Lindhurst	46		
Live Oak	75		
Marysville	1		
Montgomery	1		
Napa	25		
Orland	7		
Oroville	7		
Pierce	30		
Price Intermediate	1		
Red Bluff	13		
Redwood Jr. High	2		
Ridgeview Jr. High	4		
Rio Vista	19		

REGION III

Atwater	10
Ceres	6
Chowchilla	1
Downey	10
Edison	24
Escalon	8
Franklin	25
Hilmar	3
Le Grande	22
Liberty	21
Livingston	14
Lodi	5
Los Banos	2
Madera	48
Merced	31
Modesto	34
Oakdale	2
Orestimba	4
Patterson	24
Riverbank	1
Stagg	25
Tokay	10
Tracy	41
23 schools	371

REGION IV

Bullard	5
Coalinga	3
Edison	12
Fresno	18
Hamilton	3
Hoover	1
Kingsburg	2
McLane	11
Parlier	17
Parlier Extended	71
Reedley	2
Roosevelt	13
Sanger	18
Selma	21
Washington	19
15 schools	216

REGION V

Arvin	69
McFarland	32
Shafter	25
Wasco	20
4 schools	146

REGION VI

Brawley	25
Calexico	14
Central	39
Holtville	3
Imperial	3
Vincent Memorial	1
6 schools	85

REGION VII

Auburndale Jr. High	2
Chino	2
Coachella Valley	17
Corona Jr. High	2
Corona	53
Indio	1
Palo Verde	2
Raney Jr. High	3
Twin Palms	1
9 schools	83

REGION VIII

Avenal	1
Corcoran	25
Don Lugo	1
Exeter	2
Golden West	1
Hanford	8
Lemoore	3
Lindsay	19
Monache	9
Mt. Whitney	4
Orosi	2
Porterville	5
Redwood	2
Strathmore	1
Tulare Union	1
Tulare Western	8
Woodlake	9
17 schools	101

REGION IX

Escondido	8
San Pascual	3
2 schools	11

DIRECT FUNDED

Abraham Lincoln	3
Delano	124
San Jose	8
Watsonville	16
Willow Glen	4
5 schools	155

STATE REQUIREMENTS (REVISED) — **5 Credits**

– a course developed to help the student acquire knowledge that is essential in the safe operation of motor vehicles and to prepare the student for the actual driver's examination. (This course satisfies the State Driver Education requirement.) The study of first aid and safety procedures is also included.

WORLD HISTORY — **5 Credits**

– Traces the history of human development from the dawn of civilization through the rise and fall of nations to the study of modern world concepts and events.

U.S. HISTORY A — **5 Credits**

– an introductory course (prehistory-1898) developed from the time of the first Americans, through the fight for independence, Federalist America, the Civil War, and the rise of industry. Utilizing Scholastic's American Advertures series, in addition to providing supplemental biographical information to provide the student with a greater insight into the character of noteworthy individuals throughout history, this course is designed for students of varying abilities.

U.S. HISTORY B — **5 Credits**

– the course covers the two world wars, the great depression, post-war America and a look into today and tomorrow (1898-present.) A supplemental reference book included which shows the many contributions of men and machines to today's way of life.

AMERICAN GOVERNMENT — **5 Credits**

– basic government/civics program specifically written and produced to encourage student involvement and interest . . . even in difficult abstract concepts such as federalism, separation of powers, and bureaucracy. This comprehensive course utilizes Scholastic's American Citizenship texts covering: Foundations of Our Government; The Presidency, Congress, and the Spreme Court; State and Local Government; and Politics and People.

ETHNIC STUDIES ** — **5 Credits**

– positive contributions to American life will be shared in this study of five cultures: Native American, Jewish, Black, Hispanic, and Asian. Students will become more aware of how all peoples, from whatever origin or background, have enriched a culturally diverse nation. Supplemental novels will be added to augment the student's personal perceptions and appreciation.

COLOR AND DESIGN — **5 Credits**

– a study of the elements and principles of design to encourage an awareness in both creating art products and in experiencing the visual qualities of nature.

WORK EXPERIENCE — **5 Credits**

– a course designed to assist students in personal decision making with regards to values and career choices. The course also teaches skills and methods of obtaining a job.

*** Available in Spanish**
**** Coursework available in Spanish — some reading materials in English**
***** Available in Spanish and Punjabi**

FOR FURTHER INFORMATION:

P.A.S.S. PROGRAM — PARLIER HIGH SCHOOL
601 THIRD STREET — PARLIER, CALIFORNIA 93648
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(209) 646-3515 — (209) 888-2005

PARLIER HIGH SCHOOL

PARLIER UNIFIED SCHOOL DISTRICT

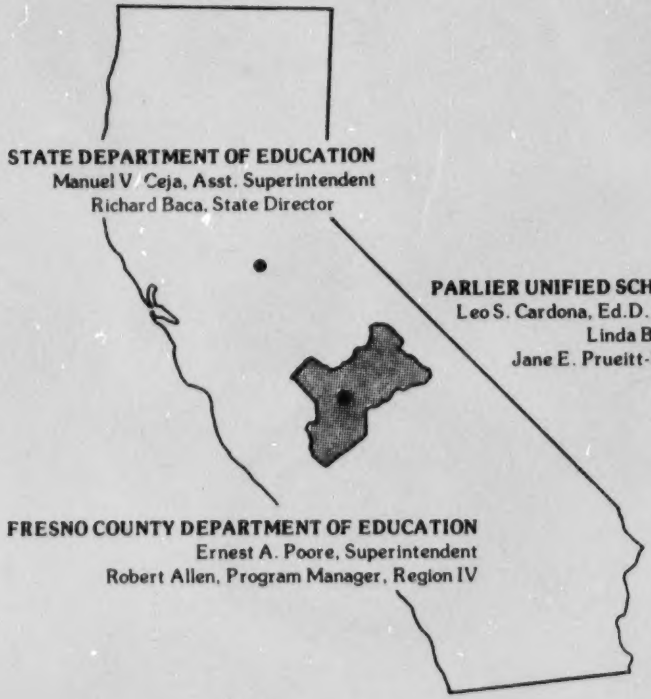
P.A.S.S. PROGRAM

(Portable Assisted Study Sequence)

. . . A pilot high school program to support migrant student graduation.

FALL 1981

California Master Plan
for Migrant Education
E.S.E.A. Title I



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Linda B. Haro, Principal
Jane E. Prueitt-Foshee, Director

FRESNO COUNTY DEPARTMENT OF EDUCATION
Ernest A. Poore, Superintendent
Robert Allen, Program Manager, Region IV

- P.A.S.S. is a joint undertaking of three education agencies.
- . . . To help prevent migrant children from dropping out of high school and assist them in attaining high school graduation . . .
- By making available to migrant students at the high school level, the Parlier approved and accredited curriculum in an appropriate, mailable form for use in the school of attendance or while traveling (i.e., similar to correspondence courses).
- P.A.S.S is not in competition with other high school districts in the State of California for A.D.A. A migrant student enrolled in any high school district in California may enroll in one of the P.A.S.S. course offerings in order to make up credit deficiencies. Students can continue to work through Parlier and accumulate credits as they migrate to other schools in the state.

COURSE DESCRIPTION

LEARNING SKILLS — **5 Credits**
— a practical course covering essential survival skills: outlining, study skills, dictionary use, practical writing and others. Many skill areas are relevant to minimal proficiency requirements.

ENGLISH IA — **5 Credits**
— a course to develop and strengthen writing and speaking of standard English in the skill areas of: parts of speech, punctuation, mechanics of English, and letter and paragraph writing.

ENGLISH IB — **5 Credits**
— a course to develop and strengthen writing and speaking of standard English in the skill areas of: prefixes and suffixes, synonyms, antonyms and homonyms, and comprehension, reference and research skills.

ENGLISH IIA — **5 Credits**
— a course to develop and improve reading and writing skills through units in the areas of paragraph and composition skills, poetry, modern biography, and the novel.

ENGLISH IIB — **5 Credits**
— a course to develop and improve reading and writing skills through units in grammar, short story, drama, multicultural literature, and researching an American author.

ENGLISH IIIA — **5 Credits**
— a course to develop and improve reading and writing skills through units in grammar, composition, American and British literature, and drama.

ENGLISH IIIB — **5 Credits**
— a course to develop and improve reading and writing skills through units in survival skills, contemporary and world literature, communication techniques, and critical writing.

GENERAL SCIENCE A** — **5 Credits**
— a general science course covering physical science (electricity, heat, fuel, machines, and work as producers of energy); life science (the interdependency, development, and importance of plants and animals); and the steps involved in scientific methods and classifications. Each unit also includes a glossary and a section on career education.

GENERAL SCIENCE B** — **5 Credits**
— a general science course covering atmosphere and weather; space; oceans; rocks, minerals, and fossils; and mountains, weathering and erosion. Each unit also includes a glossary and a section on career education.

ENVIRONMENTAL SCIENCE — **5 Credits**
— a course to develop the appreciation and understanding of the values of conservation and ecology, including the study of camping and first aid procedures and techniques.

GENERAL MATH A*** — **5 Credits**
— a course in basic skills: the numeration system addition and subtraction, multiplication and division, and their application in daily life situations and experiences.

GENERAL MATH B* (REVISED) — **5 Credits**
— a course to introduce and strengthen fundamental skills in fractions, decimals, percent, measurement, and metrics.

P.A.S.S. PROGRAM

PARLIER HIGH SCHOOL
601 THIRD STREET • PARLIER, CALIFORNIA 93648
PHONE (209) 646-3255

ENROLLMENT FORM

USE A BALL POINT PEN - PRESS FIRMLY

INSTRUCTIONS FOR COMPLETION:
A. WITH STUDENT - SELECT COURSES
B. WITH STUDENT - COMPLETE P.A.S.S. ENROLLMENT FORM
C. SUBMIT TO P.A.S.S. PROGRAM OFFICE (ABOVE ADDRESS)
1. KEEP WHITE COPY - MAIL REMAINING COPIES (CANARY & PINK)
2. COPY OF MSRTS FORM
3. UP-TO-DATE COPY OF TRANSCRIPT (ALL AVAILABLE)

A. INTAKE DATA SECTION

(1) NAME: LAST FIRST MIDDLE INITIAL (2) STUDENT MSRTS NO. MNE

(3) PRESENT (LOCAL) ADDRESS - NO. & STREET (4) DATE OF BIRTH MO. DAY YEAR (5) STATE/COUNTRY OF BIRTH

(6) CITY COUNTY STATE ZIP (7) PHONE NO. HOME ( ) / MESSAGE ( ) /

(8) PERMANENT (HOME BASE) ADDRESS NO. & STREET CITY (9) STATE ZIP (10) FORMER ENROLEE THIS PROJECT YES ____ NO ____

NAME OF (CHECK ONE) (11) PARENTS ( ) (12) GUARDIANS ( )
FATHER-LAST FIRST M.I. MOTHER-LAST FIRST M.I.

B. MATERIALS ROUTING SECTION

(13) CONTACT PERSON - NAME LAST FIRST M.I. (14) TITLE

(15) MATERIALS DELIVERY ADDRESS (NOT P.O. BOX) NO. & STREET CITY STATE ZIP (16) PHONE NO.
SCHOOL SITE ( )

C. SCHOOL TO RECEIVE TRANSCRIPT/CREDITS

SCHOOL NAME NO. & STREET CITY STATE ZIP

D. COURSE REQUEST SECTION

E. COMMENTS - ADDITIONAL INFORMATION ON DATA ITEMS

F. STUDENTS CONSTRAINTS/LIMITATIONS

K. VERIFICATION/AUTHORIZATION SECTION

_____ DATE _____ DATE _____
(STUDENT SIGNATURE) (CONTACT PERSON SIGNATURE)

I CERTIFY THAT ALL THE FOREGOING INFORMATION IS COMPLETE AND CORRECT TO THE BEST OF MY KNOWLEDGE; I UNDERSTAND AND AGREE TO THE CONDITIONS AND METHODS FOR COMPLETION OF COURSES.

33

WHITE COPY - SITE COPY, YELLOW COPY - REGION COPY, PINK COPY - P.A.S.S. COPY

G - DOT CODE

MIGRANT STATUS	INTER STATE - NAME	(13)
	INTRA	(14)
	FORMER	(15)
SEX	FEMALE	(16)
	MALE	(17)
AGE	14-UNDER	(18)
	15	(19)
	16	(20)
	17	(21)
	18-OVER	(22)
ETHNICITY	MEX. AM.	(23)
	WHITE	(24)
	BLACK	(25)
	PUNJABI	(26)
	ASIAN	(27)
	FILIPINO	(28)
	NAT. AM.	(29)
	OTHER	(30)
SUPPLEMENTRY SERVICES	TITLE I	(31)
	TITLE I MIGRANT	(32)
	TITLE VII	(33)
	WORK EXP. IN SCHOOL	(34)
	WORK EXP. OTHER	(35)
	MINI CORPS	(36)
	M.E.N.T.E.	(37)
	OTHER	(38)
GRADE	NINTH	(39)
	TENTH	(40)
	ELEVENTH	(41)
	TWELVTH	(42)
REGION	ONE	(43)
	TWO	(44)
	THREE	(45)
	FOUR	(46)
	FIVE	(47)
	SIX	(48)
	SEVEN	(49)
	EIGHT	(50)
	NINE	(51)
	DIRECT FUND DIST.	(52)
	OTHER	(53)
NO. IN FAMILY	1	(54)
	2	(55)
	3	(56)
	4	(57)
	5	(58)
	6-OVER	(59)
HEAD HOUSE	MALE	(60)
	FEMALE	(61)

P.A.S.S. PROGRAM

PARLIER HIGH SCHOOL
601 THIRD STREET • PARLIER, CALIFORNIA 93648
PHONE (209) 646-3255

ENROLLMENT FORM

INTAKE DATA SECTION

(1) NAME — LAST — FIRST — MIDDLE INITIAL

(2) STUDENT MSRTS NO. — MNE

(3) PRESENT (LOCAL) ADDRESS NO. & STREET

(4) DATE OF BIRTH MO. DAY YEAR

(5) STATE/COUNTRY OF BIRTH

(6) CITY — COUNTY — STATE — ZIP

(7) PHONE NO. HOME ( ) / MESSAGE ( ) /

(8) PERMANENT (HOME BASE) ADDRESS NO. & STREET — CITY

(9) STATE — ZIP

(10) FORMER ENROLLEE THIS PROJECT YES _____ NO _____

NAME OF (CHECK ONE) (11) PARENTS ○ (12) GUARDIANS ○

FATHER-LAST — FIRST — M.I.

MOTHER-LAST — FIRST — M.I.

B. MATERIALS ROUTING SECTION

(82) CONTACT PERSON - NAME LAST — FIRST — M.I.

(83) TITLE

(84) MATERIALS DELIVERY ADDRESS (NOT P.O. BOX) SCHOOL SITE — NO. & STREET — CITY — STATE — ZIP

(85) PHONE NO. ( )

C. SCHOOL TO RECEIVE TRANSCRIPT/CREDITS

SCHOOL NAME — NO. & STREET — CITY — STATE — ZIP

REQUESTED

DATE	COURSE	UNITS	GRADE	DATE	COURSE	UNITS	GRADE

RETURNED

DATE	COURSE	UNIT	GRADE	COMMENTS	DATE	COURSE	UNIT	GRADE	COMMENTS

P.A.S.S. PROGRAM

PARLIER HIGH SCHOOL
601 THIRD STREET • PARLIER, CALIFORNIA 93648
PHONE (209) 646-3255

ACCREDITED BY WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

PERMANENT RECORD

DATE	SUBJECT	GRADE	CREDIT

RECORD OF TRANSCRIPT SENT

DATE	SENT TO	DATE	SENT TO

I CERTIFY THIS DOCUMENT TO BE CORRECT

REGISTRAR DATE DIRECTOR

PARENT OR GUARDIAN	MAILING ADDRESS		
STUDENT'S NAME	BIRTH DATE	SEX	MSRTS NUMBER

R2 40

Fresno County
Department of Education
Region IV

Ernest A. Poore, Superintendent

CALIFORNIA MIGRANT EDUCATION

P.A.S.S. PROGRAM

Parlier High School

PARLIER UNIFIED SCHOOL DISTRICT
601 Third Street - Parlier, California 93648
209 646-2731 (High School) - 209 646-3265 (P.A.S.S. Program)

MIGRANT EDUCATION PROJECT
Robert Allen, Program Manager

Jane E. Foshee, Coordinator
P.A.S.S. Program

Addendum to
1981 SUMMER REPORT

Contents:

Table I Summer 1981 Program - Credit Data

Table II Summer Companies of Student Credit Data

Table III Course Enrollment and Credit Comparison

Individual Region Reports

Utilizing the management information system initiated through the new enrollment forms, we've been able to gather some interesting information related to our student population enrolled in the P.A.S.S. Program. Please remember these figures are for the summer program only and a small percentage of the forms were incomplete, but the statewide implications are interesting:

Status

Interstate	43%
Intrastate	28%
Former	30%

Ethnicity

Mexican American	93%
White	.1%
Punjabi	.6%

Grade Level

9th Grade	31%
10th Grade	32%
11th Grade	25%
12th Grade	12%

AUG 1982
RECEIVED
ERIC/CRESS

TABLE I

SUMMER 1981 PROGRAM

CREDIT DATA

REGION	FULL/PARTIAL CREDIT	NO. OF STUDENTS	COURSES ENROLLED	PERCENT OF RETURN FOR CREDIT
I	471	245	623	74%
II	724	849	1,372	53%
III	464	375	724	64%
IV	296	215	364	81%
V	101	146	275	37%
VI	22	32	34	65%
VII	103	83	129	80%
VIII	156	102	217	72%
IX	5	11	14	36%
Direct Funded	120	155	237	51%
Delano	89	124	205	43%
* Watsonville	17	16	17	100%
* San Jose High/Willow Glen Abraham Lincoln	15	15	15	100%

* Limited use of P.A.S.S. in MENTE-UOP

Another point to remember is that all students who were enrolled in a special project (for example, MENTE, UCLA or MENTE, UOP, Yo Puedo, etc.) are included in the Individual Region Report under the school to which the transcripts were sent. In most of the cases where a 100 percent return is noted, this indicates that these students were enrolled in a special project and the instructional program utilizing P.A.S.S. was very structured.

TABLE II

Summer Comparisons of
Student Credit Data

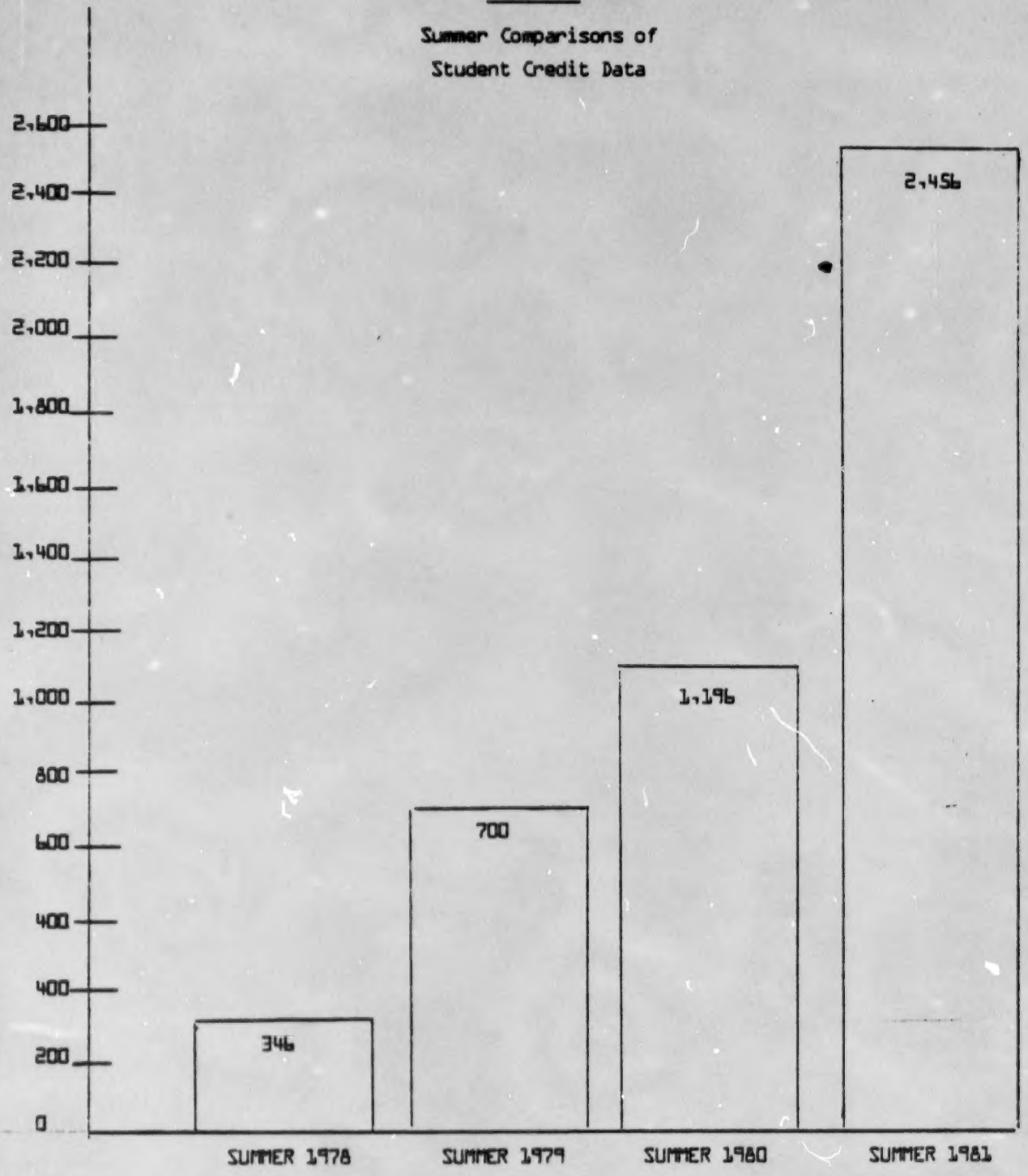
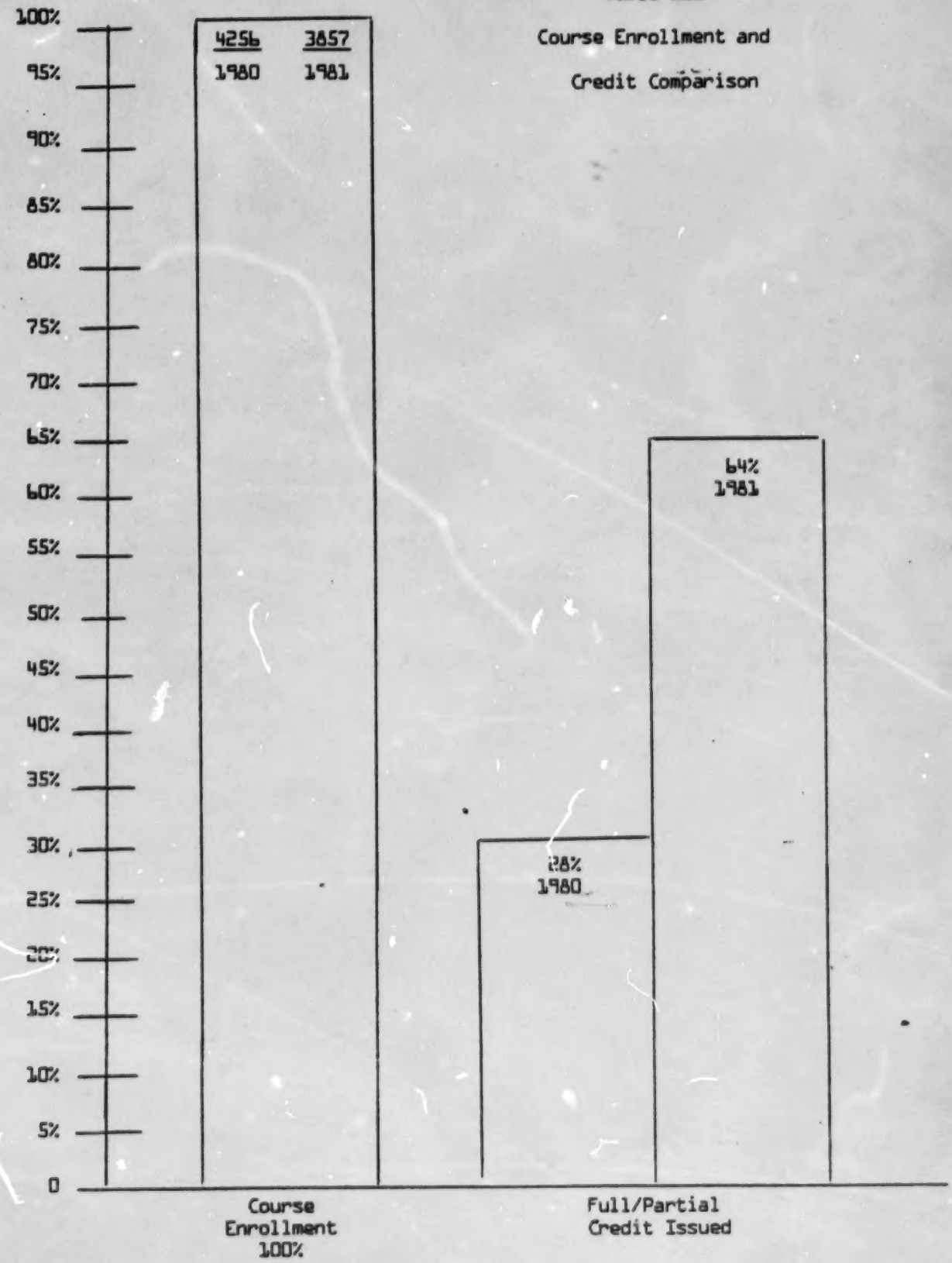


Table III

Course Enrollment and

Credit Comparison



REGION I

INDIVIDUAL REGION REPORT

SITE	FULL/PARTIAL CREDIT	NO. OF STUDENTS	COURSE ENROLLED	PERCENT OF RETURN - FOR CREDIT
Alisal	29	10	29	100%
Arroyo Grande	12	4	12	100%
Camarillo	6	1	6	100%
Carpinteria	10	2	13	77%
Esparto	5	2	5	100%
Fillmore	49	21	55	89%
Fremont	6	4	8	75%
Gilroy	11	11	16	69%
Gonzales	62	22	64	97%
Homestead	1	1	1	100%
Independence	16	6	16	100%
King City	4	1	4	100%
Lompoc	12	6	15	80%
Milpitas	2	2	3	67%
North Monterey County	28	21	36	78%
North Salinas	4	1	4	100%
Peterson	6	2	7	86%
Piedmont Hills	8	2	8	100%

INDIVIDUAL REGION REPORT

SITE	FULL/PARTIAL CREDIT	NO. OF STUDENTS	COURSE ENROLLED	PERCENT OF RETURN FOR CREDIT
Righetti	49	37	78	63%
Rio Mesa	5	1	5	100%
Salinas	14	5	16	88%
San Benito	35	16	44	80%
Santa Barbara	10	3	10	100%
Santa Paula	63	50	138	46%
Sequoia	8	2	8	100%
Soledad	0	1	1	-
Sunnyvale	7	6	11	64%
Wilcox	9	5	16	56%

REGION II

INDIVIDUAL REGION REPORT

SITE	FULL/PARTIAL CREDIT	NO. OF STUDENTS	COURSE ENROLLED	PERCENT OF RETURN FOR CREDIT
Analy	0	3	5	-
Armijo	28	34	77	36%
Calistoga	10	43	46	22%
Chico	12	11	22	55%
Cleardale	1	1	1	100%
Cloverdale	1	2	2	50%
Colusa	11	20	23	48%
Corning	15	8	22	68%
Del Norte	1	1	1	100%
Delta	93	47	114	79%
Dixon	7	18	21	33%
Durham	3	1	4	75%
El Molino	0	2	4	-
Fairview	1	1	2	50%
Golden State	8	4	9	89%
Gridley	38	39	57	67%
Hamilton	5	22	30	17%
Holmes	1	3	3	33%

INDIVIDUAL REGION REPORT

SITE	FULL/PARTIAL CREDIT	NO. OF STUDENTS	COURSE ENROLLED	PERCENT OF RETURN FOR CREDIT
Keyselville	3	3	3	33%
Las Plumas	14	12	20	70%
Lindhurst	33	46	57	58%
Live Oak	66	75	110	60%
Marysville	1	1	1	100%
Montgomery	1	1	2	50%
Napa	21	24	37	57%
Orland	10	7	12	83%
Oroville	6	7	14	43%
Pierce	17	30	37	46%
Price Intermediate	1	1	1	100%
Red Bluff	28	14	33	85%
Redwood Jr. High	1	2	4	25%
Ridgeview Jr. High	4	4	6	67%
Rio Vista	27	19	42	64%
Rosedale	2	1	2	100%
Sacramento	21	17	47	45%
Santa Rosa	-	3	3	-

INDIVIDUAL REGION REPORT

SITE	FULL/PARTIAL CREDIT	NO. OF STUDENTS	COURSE ENROLLED	PERCENT OF RETURN FOR CREDIT
Sonoma Valley	4	6	8	50%
St. Helena	10	18	20	50%
Sutter	5	3	6	83%
Ukiah	5	11	14	36%
Vacaville	16	14	29	55%
Vintage	7	4	7	100%
Williams	0	1	1	-
Willows	6	7	7	86%
Winters	9	27	37	24%
Woodland	7	38	63	11%
Yuba City	171	155	236	72%

REGION III

INDIVIDUAL REGION REPORT

SITE	FULL/PARTIAL CREDIT	NO. OF STUDENTS	COURSE ENROLLED	PERCENT OF RETURN FOR CREDIT
Atwater	7	10	10	7%
Ceres	8	6	19	42%
Chowchilla	1	1	1	100%
Downey	10	16	21	48%
Edison	33	24	37	89%
Escalon	8	8	8	100%
Franklin	36	28	44	82%
Hillman	3	3	6	50%
LeGrand	24	22	37	65%
Liberty	35	21	48	73%
Livingston	22	14	27	81%
Lodi	10	5	11	91%
Los Banos	3	2	4	75%
Madera	44	50	125	35%
Merced	34	30	57	60%
Modesto	34	34	63	54%
Orestimba	4	4	6	67%

INDIVIDUAL REGION REPORT

SITE	FULL/PARTIAL CREDIT	NO. OF STUDENTS	COURSE ENROLLED	PERCENT OF RETURN FOR CREDIT
Oakdale	2	2	2	100%
Patterson	39	24	61	64%
Riverbank	2	1	4	50%
Stagg	30	25	36	83%
Tokay	9	10	12	75%
Tracy	64	41	85	75%

REGION IV

INDIVIDUAL REGION REPORT

SITE	FULL/PARTIAL CREDIT	NO. OF STUDENTS	COURSE ENROLLED	PERCENT OF RETURN FOR CREDIT
Bullard	4	5	7	57%
Coalinga	0	3	5	-
Edison	9	12	12	75%
Fresno High	15	18	27	56%
Hamilton Freshman	4	3	4	100%
Hoover	0	1	1	-
Kingsburg	1	2	2	50%
McLane	7	10	14	50%
Parlier Extended Day	124/full 50/partial	71	174	100%
Parlier High	22	17	29	76%
Reedley	3	2	3	100%
Roosevelt	16	13	19	84%
Sanger	17	18	22	77%
Selma	18	21	23	78%
Washington High	6	19	22	27%

REGION V

INDIVIDUAL REGION REPORT

SITE	FULL/PARTIAL CREDIT	NO. OF STUDENTS	COURSE ENROLLED	PERCENT OF RETURN FOR CREDIT
Arvin	43	69	152	28%
McFarland	22	32	39	56%
Shafter	18	25	53	34%
Wasco	18	20	31	58%

REGION VI

INDIVIDUAL REGION REPORT

SITE	FULL/PARTIAL CREDIT	NO. OF STUDENTS	COURSE ENROLLED	PERCENT OF RETURN FOR CREDIT
Brawley	17	25	27	63%
Calexico				*
Central Union	26	40	69	38%
Holtville	3	3	3	100%
Imperial	1	3	3	33%
Vincent Memorial	1	1	1	100%

* Many students records carried over to Fall Semester because of receipt of student documentation.

REGION VII

INDIVIDUAL REGION REPORT

SITE	FULL/PARTIAL CREDIT	NO. OF STUDENTS	COURSE ENROLLED	PERCENT OF RETURN FOR CREDIT
Auburndale Jr. High	2	2	3	67%
Chino	6	2	6	100%
Coachella Valley	15	17	20	75%
Corona	63	53	82	77%
Corona Jr. High	4	2	4	100%
Don Lugo	3	1	3	100%
Indio	2	1	2	100%
Palo Verde	6	2	6	100%
Raney Jr. High	3	3	5	60%
Twin Palms	3	1	3	100%

REGION VIII

INDIVIDUAL REGION REPORT

SITE	FULL/PARTIAL CREDIT	NO. OF STUDENTS	COURSE ENROLLED	PERCENT OF RETURN FOR CREDIT
Avenal	3	1	3	100%
Corcoran	33	25	44	75%
Exeter	6	2	6	100%
Golden West	3	1	3	100%
Hanford	15	8	18	83%
Lemoore	9	3	9	100%
Lindsay	8	19	30	27%
Monache	16	9	21	76%
Mt. Whitney	10	4	11	91%
Orosi	3	2	5	60%
Porterville	3	5	11	27%
Redwood	4	2	6	67%
Strathmore	1	1	2	50%
Tulare Union	4	2	4	100%
Tulare Western	7	8	15	47%
Woodlake	24	9	26	100%

REGION IX

INDIVIDUAL REGION REPORT

SITE	FULL/PARTIAL CREDIT	NO. OF STUDENTS	COURSE ENROLLED	PERCENT OF RETURN FOR CREDIT
Escondido	3	8	10	30%
San Pascual	2	3	4	50%

DIRECT FUNDED - SAN JOSE

INDIVIDUAL REGION REPORT

SITE	FULL/PARTIAL CREDIT	NO. OF STUDENTS	COURSE ENROLLED	PERCENT OF RETURN FOR CREDIT
Abraham Lincoln	3	3	3	100%
San Jose	8	8	8	100%
Willow Glen	4	4	4	100%

DIRECT FUNDED - DELANO

INDIVIDUAL REGION REPORT

SITE	FULL/PARTIAL CREDIT	NO. OF STUDENTS	COURSE ENROLLED	PERCENT OF RETURN FOR CREDIT
Delano	89	124	205	43%

DIRECT FUNDED - PAJARO

INDIVIDUAL REGION REPORT

SITE	FULL/PARTIAL CREDIT	NO. OF STUDENTS	COURSE ENROLLED	PERCENT OF RETURN FOR CREDIT
Watsonville	17	16	17	94%